

# Factors Affecting the Behavior of the Senior High School Students Northwestern Agusan Colleges

Jirah Shemaiah Juson and Eduard T. Caayaman

Jirah Shemaiah Juson

Grade 11-HUMSS Student, Northwestern Agusan Colleges, Nasipit, Agusan del Norte, Caraga, Philippines  
jusunjirahshemaiah@gmail.com, <https://orcid.org/0009-0002-8505-8334>

Eduard T. Caayaman

Research Instructor – Senior High, Northwestern Agusan Colleges, Nasipit, Agusan del Norte, Caraga, Philippines  
eduardcaayaman@gmail.com, <https://orcid.org/0009-0006-1398-9075>

**Abstract:** Students learning behaviors determine whether they succeed or fail in their endeavors. There is an outcomes-based criterion in educational settings that certifies pupils' learning. Yet, other elements influence their learning habits. They are observed in their value judgments about themselves, their peers, their community, and the school environment. Knowing these facts about the aspects that might be associated with learning practices can help students develop community initiatives to improve community conditions and services. These may be determined using the questionnaire and the descriptive approach. The importance of self, others, and community programs in kids' learning behavior is significantly correlated.

**Keywords—**students' behavior, community programs, personal attributes

## 1. Introduction (Statement of the Problem)

Student conduct is the act of directing one's personality and behaviors in accordance with the demands of the circumstance. It fosters respect for our fellow humans and the environment. The way that students behave is closely watched since it may be used to forecast how the classroom and surrounding academic environment will be. The notion of student behavior is seen as maintaining fundamental manners and upholding the dignity of the classroom. The influence of a student's behavior is immediate; encouraging pupils to focus on their studies as well as exhibit appropriate behavior fosters a positive, respected environment in the classroom. Making room for development and exercising initiative helps accelerate personal progress. The ultimate objective of any protocol ever developed is more positive involvement.

The definition of behavior is the way a person acts or carries themselves, particularly toward others. It frequently happens as a reaction to a certain circumstance or event. Learning and wellness management are inseparable from behavior management. Human behavior describes how people behave and interact. It is founded on and affected by a number of elements, including genetic make-up, culture, and personal beliefs and attitudes. Human behaviours are how people act and conduct themselves in physical, mental, and emotional activities that are impacted by a range of situations.

## 1. METHODOLOGY

### 1.1 Research Question

Research Question:

Name:

Age:

Gender:

1. Have you participated or heard of the following programs in your community?
  - i. Health and Nutrition Program
  - ii. Environment Program
  - iii. Livelihood Program
  - iv. Education Program
  - v. Disaster Preparedness Program
  - vi. Social Services
2. From 1 to 10, rate the following personal attributes
  - a. Personality
  - b. Intelligence
  - c. Self-Esteem
  - d. Emotional Intelligence

### 1.2 Research Design

The researchers provided a survey to the students in where the first part of the survey talks about the incidents that they have seen or heard in their Community and will answer on either Yes or No, and in the second part it talks about their Personal attributes in where they will rate their observation on their self. This research targeted the population of the high school students of Northwestern Agusan Colleges.

### 1.3 Participant of the Study:

This study was conducted on last week of May 2023, at Northwestern Agusan Colleges. The participants of this study are from Grade 11 and Grade 12 students.

Grade Level	Population
11	89
12	41

**1.4 Data Gathering Procedure:**

The researchers asked for permissions to the School principal, and after being approved, the researchers started to conduct the survey by discussing it in front of the students. Then the researchers gathered the data.

**1.5 Statistical Tool**

- Frequency- this will describe the composition of the population
- Likert scale- measures the participants understanding and opinions
- Binomial Test- a statistical tool used to compare observed result with expected result.

**2. RESULT AND DISCUSSION**

**2.1** TABLE 1. PRESENT THE CONNECTION BETWEEN GENDER AND COMMUNITY PROGRAMS THAT THE STUDENTS HAVE EXPERIENCE OR HEARD IN THEIR COMMUNITY.

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Gender	0	64	130	0.492	0.930
	1	66	130	0.508	0.930
I.1.i	0	56	130	0.431	0.136
	1	74	130	0.569	0.136
I.1.ii	0	37	130	0.285	< .001
	1	93	130	0.715	< .001
I.1.iii	0	40	130	0.308	< .001
	1	90	130	0.692	< .001
I.1.iv	0	42	130	0.323	< .001
	1	88	130	0.677	< .001
I.1.v	0	30	130	0.231	< .001
	1	100	130	0.769	< .001

Note. Proportions tested against value: 0.5.

In Table 1 the researchers computed the respondents of both genders. In females, we have 64 no. of respondents, and 66 respondents in males. The researchers used the Binomial Test to have the exact total population and satisfaction of each gender. This table shows that gender has mostly signified the community programs because mostly of the respondents heard or experience the said programs – Health and Nutrition Program (I.1.i); Environmental Program (I.1.ii); Livelihood Program (I.1.iii); Education Program (I.1.iv); Disaster Preparedness Program (I.1.v); and lastly Social Services (I.1.vi) for they have almost the same p value which is <.001.

The psychologist Sandra Bem developed the gender schema hypothesis in 1981, which claimed that children pick

up on male and female roles from the culture in which they are raised. The hypothesis contends that from the earliest stages of social development, kids modify their conduct to conform to the gender standards of their culture.

The cognitive revolution of the 1960s and 1970s, as well as Bem's attempt to address what she saw as flaws in the psychoanalytic and social learning theories of the day, all had an impact on her theory. MSEd (2020)

The development and implementation of community projects can be significantly influenced by gender. One of the most significant aspects of community development is the formation of gender roles. The terms "gender" and "masculinity" relate to traits or qualities that society associates with each sex rather than to male and female. Although a person is born either female or male, they can learn to be either. The term "gender" refers to the socially constructed duties, responsibilities, characteristics, and power relationships that are ascribed to men and women in a particular society or group. These constructs are very variable throughout time and are influenced by context, socioeconomic level, geography, and culture. Gender perceptions have a long history, differ greatly amongst cultures, and evolve with time.

**2.2** Table 2. Present the connection between Age and Community Programs that the students have experience or heard in their community.

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Age	1	75	130	0.577	0.095
	2	55	130	0.423	0.095
I.1.i	0	56	130	0.431	0.136
	1	74	130	0.569	0.136
I.1.ii	0	37	130	0.285	< .001
	1	93	130	0.715	< .001
I.1.iii	0	40	130	0.308	< .001
	1	90	130	0.692	< .001
I.1.iv	0	42	130	0.323	< .001
	1	88	130	0.677	< .001
I.1.v	0	30	130	0.231	< .001
	1	100	130	0.769	< .001

Note. Proportions tested against value: 0.5.

In Table 2. the researchers computed the age group of the respondents. In 16 -17 age group, we have 75 no. of respondents, and 55 respondents in 18 – 10 age group. The researchers used the Binomial Test to have the exact total population and satisfaction of each gender. This table shows that gender has mostly signified the community programs because mostly of the respondents heard or experience the said programs – Health and Nutrition Program (I.1.i); Environmental Program (I.1.ii); Livelihood Program (I.1.iii); Education Program (I.1.iv); Disaster Preparedness Program (I.1.v); and lastly Social Services (I.1.vi) for they have almost

the same p value which is  $<.001$ . That means, the respondents age doesn't hinder to experience the said programs.

His concept of justice, which he defines as "justice as fairness," is at the core of Rawls' philosophy. Everyone has the right to expect the social order's political institutions and office holders to treat them equitably. This does not imply that everyone should always be treated equally, but rather that every citizen has the right to be considered as a person with basically equal worth and the right to equally participate in the democratic system. Case (n.d.)

The relationship between age and community programs is that these initiatives often strive to address the needs of different age groups. For example, some programs focus on providing resources for young people or elderly citizens, while others may work towards creating more inclusive communities by addressing issues such as generational gaps or lack of access to services for those in need. Ultimately, it's important that all members of a community are given equal opportunities regardless of their age. Community programs can also focus on specific age-related issues such as youth unemployment or elder abuse. Additionally, they may provide resources for those in need by providing access to health care, education opportunities and other forms of assistance. Ultimately, these initiatives strive to ensure that all members of a community have the same rights and opportunities regardless of their age.

**2.3** Table 3. Presents the connection between grade level and community programs that have seen or heard in their community.

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
GL	1	90	130	0.692	$<.001$
	2	40	130	0.308	$<.001$
I.1.i	0	56	130	0.431	0.136
	1	74	130	0.569	0.136
I.1.ii	0	37	130	0.285	$<.001$
	1	93	130	0.715	$<.001$
I.1.iii	0	40	130	0.308	$<.001$
	1	90	130	0.692	$<.001$
I.1.iv	0	42	130	0.323	$<.001$
	1	88	130	0.677	$<.001$
I.1.v	0	30	130	0.231	$<.001$
	1	100	130	0.769	$<.001$

*Note.* Proportions tested against value: 0.5.

In Table 3. the researchers computed the number of the respondents in senior high. In grade 11, we have 90 no. of respondents, and 40 respondents in grade 12. The researchers used the Binomial Test to have the exact total population and satisfaction of each gender. This table shows that gender has mostly signified the community programs because mostly of the respondents heard or experience the said programs – Health and Nutrition Program (I.1.i);

Environmental Program (I.1.ii); Livelihood Program (I.1.iii); Education Program (I.1.iv); Disaster Preparedness Program (I.1.v); and lastly Social Services (I.1.vi) for they have almost the same p value which is  $<.001$ . That means, the respondents grade level doesn't hinder to experience the said programs.

Adams proposed that equity/inequity is not a matter of being overpaid, underpaid, or appropriately paid, and that it is also not the subject of an evaluation by only economic criteria. Adams drew sufficient support for this claim from past work in sociology and psychology. The assessment of equality is based on social factors, which involves intricate psychological and cognitive processes. It was necessary to establish the theory in order to better comprehend how the trade between an employer and employee is produced and to suggest guidelines for controlling how relationships turn out. (eBusiness@Newcastle, n.d.)

Grade level and community programs are connected in that many of these initiatives strive to provide educational resources for students from different grade levels. For example, some programs are designed to help students who need extra support with their studies or those from lower-income backgrounds. Other initiatives focus on providing resources such as tutoring services and mentorship opportunities in order to help children reach their full potential. Ultimately, these community programs strive to ensure that everyone has access to the educational resources they need regardless of their grade level.

**2.4** Table 4. Presents the connection between health and nutrition program and the personality of the student.

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
I.1.i	0	56	130	0.431	0.136
	1	74	130	0.569	0.136
III.1.a	1	10	130	0.077	$<.001$
	2	5	130	0.038	$<.001$
	3	10	130	0.077	$<.001$
	4	3	130	0.023	$<.001$
	5	22	130	0.169	$<.001$
	6	6	130	0.046	$<.001$
	7	16	130	0.123	$<.001$
	8	41	130	0.315	$<.001$
	9	3	130	0.023	$<.001$
	10	14	130	0.108	$<.001$

*Note.* Proportions tested against value: 0.5.

In Table 3. the researchers computed the number of the respondents in senior high. In grade 11, we have 90 no. of respondents, and 40 respondents in grade 12. The researchers used the Binomial Test to have the exact total population and satisfaction of each gender. This table shows that gender has mostly signified the community programs because mostly of the respondents heard or experience the said programs – Health and Nutrition Program (I.1.i);

Environmental Program (I.1.ii); Livelihood Program (I.1.iii); Education Program (I.1.iv); Disaster Preparedness Program (I.1.v); and lastly Social Services (I.1.vi) for they have almost the same p value which is  $<.001$ . That means, the respondents grade level doesn't hinder to experience the said programs.

Adams proposed that equity/inequity is not a matter of being overpaid, underpaid, or appropriately paid, and that it is also not the subject of an evaluation by only economic criteria. Adams drew sufficient support for this claim from past work in sociology and psychology. The assessment of equality is based on social factors, which involves intricate psychological and cognitive processes. It was necessary to establish the theory in order to better comprehend how the trade between an employer and employee is produced and to suggest guidelines for controlling how relationships turn out. (eBusiness@Newcastle, n.d.)

Grade level and community programs are connected in that many of these initiatives strive to provide educational resources for students from different grade levels. For example, some programs are designed to help students who need extra support with their studies or those from lower-income backgrounds. Other initiatives focus on providing resources such as tutoring services and mentorship opportunities in order to help children reach their full potential. Ultimately, these community programs strive to ensure that everyone has access to the educational resources they need regardless of their grade level.

2.5 Table 5. Presents the connection between environment programs and personality of the student.

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
I.1.ii	0	37	130	0.285	$<.001$
	1	93	130	0.715	$<.001$
III.1.a	1	10	130	0.077	$<.001$
	2	5	130	0.038	$<.001$
	3	10	130	0.077	$<.001$
	4	3	130	0.023	$<.001$
	5	22	130	0.169	$<.001$
	6	6	130	0.046	$<.001$
	7	16	130	0.123	$<.001$
	8	41	130	0.315	$<.001$
	9	3	130	0.023	$<.001$
	10	14	130	0.108	$<.001$

Note. Proportions tested against value: 0.5.

In Table 5. Shows the connection of community program – environmental program and personality. This study is conducted by *Likert Scale*. The researcher compare that whoever answers YES (1) should be compared to their personality and same as the NO (0). Mostly of the respondents answer are YES (1) and the results are way higher than who answers NO (0) and also, their personality shows the significance when they heard or experience the said program

in their community for they have the same p value which is  $<.001$ .

Conservation biology is a multidisciplinary science that was created to combat the loss of biological variety. It is referred to as a "mission-oriented crisis discipline" (Soulé 1986). There are two main objectives of conservation biology: 1. to assess how human activity affects biological variety, and 2. to create workable strategies to stop species extinction (Soulé 1986; Wilson 1992). The field aims to combine ecological, demographic, taxonomic, and genetic theories with conservation policies. The management of species and ecosystems, captive breeding and reintroduction, genetic studies, and habitat restoration are all directly impacted by the guiding principles of each of these fields. (*Conservation Biology | Learn Science at Scitable*, n.d.)

The relationship between environmental programs and personality is that these initiatives can help to foster a sense of connection with the natural world. For example, some projects are designed to create awareness about sustainability or conservation efforts in order to protect our environment for future generations. Additionally, other initiatives focus on providing access to outdoor activities such as camping or hiking in order to encourage people to appreciate and enjoy nature. Ultimately, by creating a sense of connection with the environment we can help foster healthy personal growth.

2.6 Table 6. Shows the connection between livelihood program and personality of the student.

Binomial Test					
Variable	Level	Counts	Total	Proportion	p
I.1.iii	0	40	130	0.308	$<.001$
	1	90	130	0.692	$<.001$
III.1.a	1	10	130	0.077	$<.001$
	2	5	130	0.038	$<.001$
	3	10	130	0.077	$<.001$
	4	3	130	0.023	$<.001$
	5	22	130	0.169	$<.001$
	6	6	130	0.046	$<.001$
	7	16	130	0.123	$<.001$
	8	41	130	0.315	$<.001$
	9	3	130	0.023	$<.001$
	10	14	130	0.108	$<.001$

Note. Proportions tested against value: 0.5.

In Table 6. Shows the connection of community program – livelihood program and personality. This study is conducted by *Likert Scale*. The researcher compare that whoever answers YES (1) should be compared to their personality and same as the NO (0). Mostly of the respondents answer are YES (1) and the results are way higher than who answers NO (0) and also, their personality shows the significance when they heard or experience the said program

in their community for they have the same p value which is  $<.001$ .

According to the idea, people form beliefs about the chances of success in any particular endeavor by inferring from their prior accomplishments and experiences. The self-efficacy theory states that beliefs can be influenced by four main factors: past experiences, vicarious experiences where individuals watch others complete related tasks or achieve outcomes, verbal persuasion, and physiological cues such as mental state or body language. This innate motivation for improvement is what motivates people to focus on growth and development both personally and professionally, leading to improved outcomes in a wide range of activities. According to this idea, those with comparatively higher degrees of self-efficacy outperform those with lower levels. Blackbyrn (2023)

The relationship between livelihood programs and personality is that these initiatives can help to foster financial literacy and economic empowerment. For example, some projects are designed to provide access to vocational training or micro-finance services in order to promote sustainable income generation for individuals from lower-income backgrounds. Livelihood programs have been found to improve an individual's overall well-being and personality. For instance, these initiatives can help individuals develop more confidence in their own abilities by providing them with access to education or job opportunities which they may not otherwise be able to attain on their own. As a result, this improved sense of self worth often leads people towards becoming more open minded and resilient in the face of challenges.

**2.7** Table 7 . Shows the connection between education program and the personality of the student.

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
I.1.iv	0	42	130	0.323	$<.001$
	1	88	130	0.677	$<.001$
III.1.a	1	10	130	0.077	$<.001$
	2	5	130	0.038	$<.001$
	3	10	130	0.077	$<.001$
	4	3	130	0.023	$<.001$
	5	22	130	0.169	$<.001$
	6	6	130	0.046	$<.001$
	7	16	130	0.123	$<.001$
	8	41	130	0.315	$<.001$
	9	3	130	0.023	$<.001$
	10	14	130	0.108	$<.001$

Note. Proportions tested against value: 0.5.

In Table 7. Shows the connection of community program – education program and personality. This study is conducted by *Likert Scale*. The researcher compare that whoever answers YES (1) should be compared to their

personality and same as the NO (0). Mostly of the respondents answer are YES (1) and the results are way higher than who answers NO (0) and also, their personality shows the significance when they heard or experience the said program in their community for they have the same p value which is  $<.001$ .

Many of us have encountered teachers who made it challenging to learn from during our educational careers. It might have been difficult to comprehend a subject of study that didn't especially fit one's personality, or it might have been a problem with teaching. Education professionals frequently teach in the same manner that they were taught, claims Gardner (1999). Furthermore, Jonassen (1981) found a significant correlation between a teacher's chosen teaching style and their preferred learning style. A "one-size-fits-all" method to teaching or learning does not exist, which is a problem (Jorgensen, 2006). As a result, there is a mismatch that needs to be addressed. Threeton and Walter (2009)

Educational programs can help individuals develop certain skillsets which in turn shape their personalities. For instance, someone who has taken courses on public speaking may become more confident and outgoing when communicating with others. Similarly, taking a course on finance management could lead to increased financial literacy – resulting in greater levels of independence or assertiveness. In addition to developing certain skills, educational programs can also help foster values or attitudes which shape one's personality. For example, taking a course on ethics could lead an individual towards becoming more open-minded and tolerant of different perspectives. Similarly, taking courses in the humanities may encourage individuals to become more creative and empathetic with others.

**2.8** Table 8. Shows the connection between disaster preparedness program and personality of the student.

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
I.1.v	0	30	130	0.231	$<.001$
	1	100	130	0.769	$<.001$
III.1.a	1	10	130	0.077	$<.001$
	2	5	130	0.038	$<.001$
	3	10	130	0.077	$<.001$
	4	3	130	0.023	$<.001$
	5	22	130	0.169	$<.001$
	6	6	130	0.046	$<.001$
	7	16	130	0.123	$<.001$
	8	41	130	0.315	$<.001$
	9	3	130	0.023	$<.001$
	10	14	130	0.108	$<.001$

Note. Proportions tested against value: 0.5.

In Table 8. Shows the connection of community program – disaster preparedness program and personality. This study is conducted by *Likert Scale*. The



researcher compare that whoever answers YES (1) should be compared to their personality and same as the NO (0). Mostly of the respondents answer are YES (1) and the results are way higher than who answers NO (0) and also, their personality shows the significance when they heard or experience the said program in their community for they have the same p value which is <.001.

The Resilience Theory – which states that by learning how to effectively manage stressful or traumatic events, people can become more confident and self-reliant in their daily lives. Additionally, The Risk Management Theory suggests that taking proactive steps towards preventing accidents or emergencies from occurring can help individuals feel safer and more secure in their environment. Data from resilience study shows that young children's psychological, scholastic, social, and emotional results have significantly improved. The term "resilience theory" describes the capacity to successfully deal with adversity, failure, disagreement, dissatisfaction, and bad luck. It aids in our recovery from the challenges that have worn us down. According to the resilience theory, it is more essential how we respond to challenges than their exact nature. Romanciuc (2022)

Disaster preparedness programs can help to develop important personality traits such as resilience and resourcefulness. These programs often involve teaching individuals how to respond and cope with emergency situations, such as natural disasters or accidents. By learning the skills needed to effectively handle crises, people can become more prepared for unexpected events – resulting in increased levels of confidence and self-reliance. Additionally, disaster preparedness courses also help teach important values like respect for authority figures and compassion towards those affected by an event. Additionally, disaster preparedness courses can also help to increase a person's overall level of safety awareness. This is important because it encourages people to take proactive steps towards preventing accidents or emergencies from occurring in the first place – which ultimately leads to greater peace of mind and security for all involved.

2.9 Table 9. Shows the connection of social services and personality of the student.

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
I.1.iv	0	42	130	0.323	< .001
	1	88	130	0.677	< .001
III.1.a	1	10	130	0.077	< .001
	2	5	130	0.038	< .001
	3	10	130	0.077	< .001
	4	3	130	0.023	< .001
	5	22	130	0.169	< .001
	6	6	130	0.046	< .001
	7	16	130	0.123	< .001
	8	41	130	0.315	< .001
	9	3	130	0.023	< .001

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
	10	14	130	0.108	< .001

Note. Proportions tested against value: 0.5.

In Table 9. Shows the connection of community program – social services and personality. This study is conducted by *Likert Scale*. The researcher compare that whoever answers YES (1) should be compared to their personality and same as the NO (0). Mostly of the respondents answer are YES (1) and the results are way higher than who answers NO (0) and also, their personality shows the significance when they heard or experience the said program in their community for they have the same p value which is <.001.

The assumption behind social exchange theory is that social conduct is the end product of an exchange process. This idea contends that individuals evaluate the advantages and disadvantages of their social interactions. They will end or leave the connection if the risks outweigh the benefits. The exchange is intended to maximise profits while minimising expenditures.

Although most partnerships involve some giving and receiving, this does not imply that the exchanges are always equal. According to social exchange, our decision to stay in a social connection depends on how much we value the advantages and disadvantages of each one. MSEd (2023)

Social services can have a big impact on an individual's personality development. Generally speaking, social services provide individuals with access to resources that help them become more independent and self-sufficient – such as housing assistance or job training programs. Additionally, social services can also help individuals to develop important skills like problem-solving and communication – which are key components of any successful relationship. Moreover, receiving support from social service organizations can increase an individual's self-esteem and sense of security in their environment. All these factors contribute to a healthier overall personality development for those who utilize such service.

**3. CONCLUSION**

In this section the researchers have create and analyze the result that have given and they conclude the following.

1. In Table 1, it discuss about the Gender and the programs that the students have seen or heard in their community. It shows the significance of the two since the p value is <0.001.

2. In Table 2, it discuss about the age and the programs that the students have seen or heard in their community, and the personality doesn't signifies the relationship between the two. It shows that the respondents personality don't have a connection between their age and it affects their behavior as a student.

3. In table 3, it discusses about the grade level and the program that the students have seen or heard in their community, and says that the p value is  $<0.001$  and it means there is a significance to each other.

4. In Table 4, it discusses about the health and nutrition program and the personality of the students in where it says that the p value is  $<0.001$  which means the result is significant to each other.

5. In Table 5, it discusses about the environmental program and the personality of the students that have seen or heard in their community, in where it says that the p value is  $<0.001$  which means the result is significant to each other.

6. In Table 6, it shows the connection of livelihood program and the personality of the students. It says that livelihood program really can affect their behavior as a student. This program helps the respondents in terms of their financial status. It provided all their needs and wants as a student.

7. In Table 7, it shows the connection between disaster preparedness program and the personality of the students. It says that program can help them in terms of calamity. The seminars about this program can be useful if there is calamity that is happening in your community. The basic medications/ first aid they learn can be used in helping your countrymen in times of needs. These programs often involve teaching individuals how to respond and cope with emergency situations, such as natural disasters or accidents. By learning the skills needed to effectively handle crises, people can become more prepared for unexpected events – resulting in increased levels of confidence and self-reliance.

8. In Table 8, it discusses about the environmental program and the personality of the students that have seen or heard in their community, in where it says that the p value is  $<0.001$  which means the result is significant to each other.

9. In table 9, it shows connection of social services and the personality of the students. This program helps them to improve their personality, by this programs, it helps every family of the respondents to have an access through the resources that will help them to become more independent.

#### 4. RECOMMENDATION

Everyone should make the effort to learn about oneself and recognize their own advantages and disadvantages. This will assist them in identifying tactics that enable them to accomplish their objectives. Furthermore, it's critical for people to develop solid bonds with loved ones or close friends who can provide assistance when required. Finally, the researcher believes it's critical for individuals to maintain mental activity by partaking in hobbies they love, like reading or playing video games. Additionally, I believe it's critical to

keep in mind that everyone is unique and has a unique learning style. As a result, there is no one method that works for all students when it comes to conduct. In order to assist each kid realize their greatest potential, it's critical for parents and instructors to identify the optimal teaching methods for that particular child. It's critical to keep in mind that personalities and student conduct do not always correlate. Students' actions will alter as they become older and encounter new settings. It's crucial to remain alert to any changes in students' behavior and to be prepared to modify techniques as necessary. This will guarantee that pupils are receiving the assistance they require to accomplish their objectives. Giving pupils the appropriate tools and resources will help them achieve, in my opinion. Interesting classes and instructors who are enthusiastic about their subjects help to make learning pleasurable. Additionally, having easy access to knowledge thanks to technology might aid students in maintaining their academic progress. It's crucial to keep in mind that a student's conduct is impacted not only by their surroundings and mental health, but also by their emotional state. Students are more likely to be involved in their studies when they feel connected and supported. Because of this, it's critical for instructors to provide a secure environment where kids may express themselves without worrying about criticism or scorn.

In this section shows the recommendation that the researchers found in this study and the following are what the researchers recommend.

1. Adapt and innovate mental health services
2. Invest in a comprehensive, public health approach to mental health.
3. Have a further implication to address this kind of mental health factors.

#### 5. REFERENCES

- MSEd, K. C. (2020). Gender Schema Theory and Roles in Culture. *Verywell Mind*. <https://www.verywellmind.com/what-is-gender-schema-theory-2795205>
- Case. (n.d.). *John Rawl's Theory of a Just Society*. CASE. <https://www.case.edu.au/blogs/case-subscription-library/john-rawls-theory-of-a-just-society>
- eBusiness@Newcastle. (n.d.). *Equity Theory - TheoryHub - Academic theories reviews for research and T&L*. <https://open.ncl.ac.uk/theories/5/equity-theory/>
- Parvez, H. (2021, September 10). Cognitive Behavioral Theory (Explained) - PsychMechanics. *PsychMechanics*. <https://www.psychmechanics.com/cognitive-behavioural-theory-cbt-in/>

*Conservation Biology | Learn Science at Scitable.*  
(n.d.). <https://www.nature.com/scitable/knowledge/library/conservation-biology-16089256/>

Blackbyrn, S. (2023, March 16). *Understanding The Self-Efficacy Theory [Guide For 2023]*. Coach Foundation. <https://coachfoundation.com/blog/self-efficacy-coaching-theory/>

Threeton, D., & Walter, A. (2009). *The Relationship Between Personality Type And Learning Style: A Study Of Automotive Technology Student* (Vol. 46).

Romanciuc, N. (2022). Resilience Theory (A Complete Guide) | OptimistMinds. *OptimistMinds*. <https://optimistminds.com/resilience-theory/>

MSEd, K. C. (2023). Understanding Social Exchange Theory in Psychology. *Verywell Mind*. <https://www.verywellmind.com/what-is-social-exchange-theory-2795882>